

# YEAR 9: 2024 – 2026

## YOUR CHOICES AT KEY STAGE 4



WESTON FAVELL ACADEMY

options

# YOUR CHOICES AT KEY STAGE 4 **options**

**We have put together this booklet in order to help you to choose the subjects which you will study in Years 10 and 11.**

So far you have been studying a wide range of subjects and now you will have to think carefully about these, so that you can choose a smaller number to study in greater depth over the next two years.

**Everyone will study the following common core of subjects for 16 out of 25 of their timetabled lessons per week.**

## **Core Curriculum:**

ENGLISH	(5 periods)
MATHEMATICS & STATISTICS	(5 periods)
SCIENCE	(5 periods)
PHYSICAL EDUCATION	(1 period)

**Everyone will then choose three options subjects (three periods each, nine periods per week in total). These options may be guided to suit your ability.**

## **What subjects should you choose?**

**Good reasons for choosing a subject include** - you're good at it, it will help you in a career you are keen on, or simply that you enjoy it.

**Bad reasons to choose a subject include** - your friend is doing it, or you think it will be easy; students who think a subject will be easy are often mistaken!

Above all, it is essential that you try to ensure that your education remains broad-based and balanced. In addition to the information included in this booklet, you can ask advice from your subject teachers, form tutor, your Head of Year and from Mr Craig who is in overall charge of the options process.

**Please note:** With over two hundred students choosing from a wide variety of options, it is very challenging to try and give everybody what they want. Therefore, whatever choices you make, you must also select an additional reserve choice. Experience shows that we do manage to give over 95% of students what they request, but numbers of students opting for subjects and staffing implications may mean that the reserve choice may be required.

**Potential subject changes:** Whilst the courses that are offered in this option booklet are what we believe students will undertake, there can be factors that may cause this to change. For example, a course that we believed was available could be removed, or new courses may be approved that we believe suit students better. It could become apparent that a course is not performing as intended and therefore, we may take the view that a change is in the best interests of the students. We will always endeavour to communicate clearly with students and parents in this situation.



# VOCATIONAL QUALIFICATION FAQ

## **What is a BTEC?**

**BTEC** stands for the Business and Technology Education Council. BTECs are specialist work-related qualifications available in a range of sectors. They combine practical learning with subject and theory content. The BTECs that we offer at Key Stage 4 are equivalent to 1 GCSE and offer the equivalent levels of rigour and challenge to a GCSE. BTECs also have clear progression routes and career pathways beyond Key Stage 4.

## **What is a Cambridge National (CNAT)?**

Cambridge Nationals are equivalent in size to GCSEs and are available in a range of subject areas. They are considered an excellent start to vocational study and enable progression to Level 3 vocational qualifications. For specific subject details see the relevant subject page later in this booklet.



# ENGLISH BACCALAUREATE

## **What is the English Baccalaureate (EBacc)?**

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors. Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths. The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2024, and 90% by 2025.

To attain a strong pass in the EBacc, pupils must achieve a grade 5 or higher in GCSE:

*English Language or English Literature*

*Mathematics*

*Science*

*Geography or History*

*A Modern Foreign Language*

*[note: a standard pass can be achieved with a grade 4 or higher in each of the above]*





# ENGLISH LANGUAGE & LITERATURE

## English GCSE (AQA)

The English Department offers both Language and Literature courses for the majority of GCSE students, providing you with two GCSEs at the end of the course.

## English Language GCSE

The course encourages you to enjoy and appreciate language, teaching you analytical skills and the ability to communicate accurately, appropriately, confidently and effectively. You will explore how writers influence readers and use these skills in your own writing. This course will be assessed by examination in Year 11.

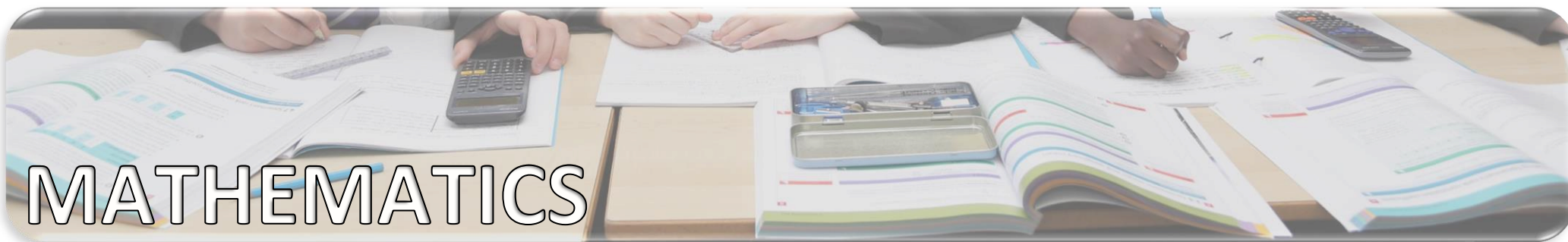
## English Literature GCSE

GCSE English Literature allows you to explore several aspects of literature through the in-depth study and wider reading genres: prose (novels or short stories); poetry; drama.

The course will be assessed by examination in Year 11. From your study of Literature, it is hoped you will gain the benefits of enjoying books, of being exposed to writing from different cultures and of experiencing emotional and intellectual growth through reading about new experiences and considering different viewpoints. You will develop an appreciation of literary tradition and heritage, develop your powers of analysis, and learn to make connections between texts with greater skill, confidence and independence.

You will study:

- **A play by Shakespeare**
- **A nineteenth century novel**
- **A selection of poetry since 1789**
- **Post 1914 fiction or drama**



## Mathematics GCSE (OCR) & Statistics GCSE (EDEXCEL)

Understanding mathematics is essential for future opportunities in further education and careers. Students will need to reach certain levels of competency in mathematics to take Sixth Form courses, to be admitted to colleges and universities, and to have a wide variety of career choices.

### We aim as a Faculty:

- to provide a broad mathematical learning experience
- to provide the skills required to succeed in higher education and employment
- to promote a positive attitude to mathematics study
- to ensure students have a feeling of success, and progression is appropriate to their level
- to encourage students to continue with mathematics post-16 where appropriate
- to play an active role in contributing to cross-curricular themes and improving literacy, numeracy and ICT

### Course Details:

Mathematics is a core subject in the National Curriculum and important for many jobs and careers. A good understanding of mathematics will help you with other subjects at Post 16. All students will need some specialist equipment for this subject. A ruler, protractor and especially a Casio scientific calculator are essential for all external exams and will also be required during lesson time.

The course will enable you to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

### Examination Details:

#### Maths

- Two tiers of entry, higher (grades 9, 8, 7, 6, 5, 4 and 3) and foundation (grades 5, 4, 3, 2 and 1)
- Three terminal examination papers, one non-calculator and two calculator exams
- We follow the OCR GCSE mathematics syllabus

#### Statistics

- Two tiers of entry, higher (grades 9, 8, 7, 6, 5, 4 and 3) and foundation (grades 5, 4, 3, 2 and 1)
- Two terminal examination papers, both are calculator exams
- We follow the Edexcel GCSE statistics syllabus



# SCIENCE COMBINED: TRILOGY

## Science Combined GCSE (AQA)

From deepest space to the smallest molecule, science affects all that we see and do. Science is full of excitement, wonder and interest which stimulates imaginative and creative thinking.

Whether your plans are to follow a career in the sciences or not, there are many skills that you will learn during your studies of science that will help you throughout life.

The science curriculum at Weston Favell Academy aims to offer you a variety of options that supports you in your destinations beyond GCSE.

All students embarking on their science GCSE journey will study GCSE Combined Science Trilogy unless they choose to study GCSE Single Science options.

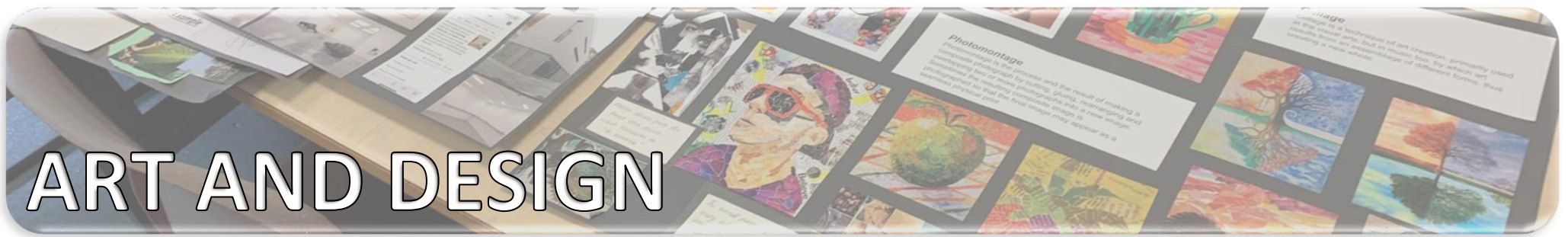
### Combined Science: Trilogy

This course is available to all students and aims to provide you with a challenging and stimulating study of the sciences in a combined manner. Taking this course, you will have subject teachers over all GCSE years, who will teach biology, chemistry and physics in a combined manner. Successful completion of the course will be awarded two Science GCSEs that cover all three sciences. Progression to study A-Level Sciences or related courses at the Academy or at college is possible with these qualifications.

**Combined Science: Trilogy leads to the award of two GCSE grades.**







## BTEC Tech Award in Art and Design

### Programme Overview

The qualification consists of 3 components; components 1 and 2 comprise **The Portfolio**. Component 3 is an **externally set assignment** where students create their own project in response to a brief. This is completed in the Spring term of Year 11.

### The Portfolio

This will be built up of an investigation into techniques, media and contextual study. You will complete workshops in a range of different materials and processes and produce a piece of work in each, relating to a theme. You will also study and make links with various artists/designers and movements with an importance placed on quality of writing through analysing artists, reviewing techniques and reflecting on your ideas, as well as being able to show an in-depth understanding of art vocabulary.

### The Externally Set Assignment

You will be given a client and a brief set by the exam board. You will be required to create a project independently responding to this brief. This project will use all the skills and knowledge learnt in the first two components and will culminate in producing an outcome that realises your intentions.

This synoptic assessment gives students the opportunity to experience how arts-based practices work in real-life situations. The set task is assessed, moderated and a grade awarded directly by Pearson, whereas the portfolio is assessed by teachers and these grades are moderated externally.

### Route of study:

**Product Design** – A 3D design course, where you will be posed with a real-life problem requiring you to produce a solution through the development of design ideas. You will need to conduct research into existing products and designers and investigate a wide range of materials and practical techniques such as, technical drawing, CAD design, modelling and manufacture processes which will culminate in producing a working prototype.

Students can obtain a final grade between a Level 1 Pass and a Level 2 Distinction. This grading weight for this course is in line with its GCSE equivalents and is a recognised course for progression onto a post-16 (Level 3) Arts based course for further studies.





## GCSE Art (Fine Art)

### Programme Overview

The qualification consists of 2 components; component 1 is the Coursework Portfolio. Component 2 is the Exam Portfolio. This is an 'externally set assignment' where students create a personally selected project from a selection of themes provided.

### The Externally Set Assignment

Students will be given a list of themes set by the exam board, from which they will select a theme that inspires them. They will be required to develop this project independently, responding to this chosen theme.

This project will use all the skills and knowledge developed in the first two components and will culminate in producing a final outcome that finalises their investigation realises their intentions.

### The Coursework Portfolio

This will be an exploration of ideas relating to a given theme, exploring artist examples, contextual links as a starting point to explore 2D and 3D ideas, media, techniques, and processes. Students will complete lessons and workshops exploring a range of different materials and processes to develop skills in 3D/photography drawing/painting/printmaking/digital manipulation to produce a range of practical ideas and outcomes relating to their investigation.

Each component will result in a personally developed practical response/outcome.

### Post 16 Progression

This is a recognised course for progression onto a post-16 (Level 3) Art & Design based courses for further studies. Below are examples of some of the Post 16 routes GCSE art students have previously chosen following this course.

A level Art & Design (Fine Art)  
A level Art & Design (Photography)  
Level 3 Art & Design;  
General Art & Design  
Spatial Graphic Design  
Fashion & Clothing  
Fine Art (Painting & Drawing)  
Photography



# CHILD DEVELOPMENT

## OCR Level 1/2 CNAT in Child Development

### Programme Overview

This qualification is for learners who wish to develop applied knowledge and practical skills where possible in all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being.

Are you interested in how children develop and learn?

Are you considering a career working with children?

Would you like to gain a greater understanding of the development, health and well-being of a child from birth to five years?

**What will the learner study as part of this qualification?**

**Unit R057: Health and well-being for child development: EXAM**

In this unit, learners will be taught about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. They will also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment.

Assessment - 1 hour 15 minutes written examination 70 marks OCR-set and marked.

**R020: Understand the development of a child from birth to 5 years: COURSEWORK**

In this unit, learners will be taught the physical, intellectual and social developmental norms for children from one to five years. They will learn the importance of creating plans and providing different play activities to support children in their development.

Topics include:

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Assessment - Centre assessed and OCR moderated.

**Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years: COURSEWORK**

In this unit, learners will be taught how to create a safe environment for children from birth to five years in childcare settings. They will research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years

Assessment - Centre assessed and OCR moderated.



# Creative iMedia

## OCR Level 1/2 Cambridge National in Creative iMedia

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is a huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

This is an ICT subject, not to be confused with media. The units of pre-production and creating digital graphics underpin the qualification and reflect key industry skills. The pre-production skills unit is assessed through an examination and contributes 25% of the marks for the qualification. The wide range of optional units cover different media disciplines providing students with a course that will motivate them and allow them to demonstrate their ability and passion.

### Mandatory Units

#### **Unit R093: Creative iMedia in the media industry (Main Exam)**

In this unit, you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.

**Unit R094: Visual identity and digital graphics.** In this unit, you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.

#### **Optional Units:**

Unit R095: Characters and comics

Unit R096: Animation and audio

Unit R097: Interactive digital media

Unit R098: Visual Imaging

Unit R099: Digital Games

### Digital Graphics

Digital graphics are used in many areas of our lives and play a very important part in today's world. The ICT sector relies heavily on these visual stimulants within the products it produces. The aim of this unit is for learners to understand the basics of digital graphics editing software. They will learn where and why digital graphics are used and what techniques are involved in their creation.

### 3D & 2D Digital Characters

3D and 2D characters are often created to be used as assets (either moving or non-moving) in many different media products such as video games or animations. The aim for this unit is for learners to create a digital character. They will learn where and why digital characters are used, and they will also learn how to use various software that is used to create these digital characters in.



# ENTERPRISE & MARKETING

## OCR Level 1/2 Cambridge National in Enterprise and Marketing

### Programme Overview:

This qualification is for learners who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

### What will the learner study as part of this qualification?

All learners will study three mandatory topics as follows:

### Unit RO67:

#### Enterprise and marketing concepts - EXAM

The first topic underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification.

Through the first topic, learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

**Assessment:** 1 hour 30 minutes written examination 80 marks OCR-set and marked This question paper has two parts: Part A - comprising of 16 multiple choice questions (MCQs) Part B – comprising of short answer questions and three extended response questions.

### Unit RO68:

#### Design a business proposal – Coursework

In the second topic, learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification.

**Assessment:** OCR-set assignment 60 marks. Centre assessed and OCR moderated.

### Unit RO69:

#### Market and pitch a business proposal: Coursework

In the third topic, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered. The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

**Assessment:** OCR-set assignment 60 marks. Centre assessed and OCR moderated.





# GEOGRAPHY

## Geography GCSE (AQA)

### What will I do?

You will study a unique subject that covers a very wide range of topics and skills. Some of these topics will be about places familiar to you, and issues that clearly link to your life. Other topics we study will be for their sheer awe and wonder such volcanoes and earthquakes in our tectonic hazards' topic, but also so that you can understand real issues that affect people in very different places. You will learn a range of map skills and how to interpret a wide range other geographical sources such as graphs, photographs, aerial photographs and diagrams.

Geography will give you opportunities to make use of your English, science and mathematics. You will need to utilise your skills of written English as you will be required to write at length about places and issues. Here you will need to have clear opinions which will need to be expressed. You will make use of your science when we write up our fieldwork using scientific method.

### Fieldwork

Your fieldwork will most likely be based a trip to Hunstanton looking at coastal processes and management techniques. You will also have to use mathematics when we analyse our data and use a range of statistical sources within some topics.

Our human geography topics are: the urban world; urban change in the UK; the development gap; Nigeria; a newly emerging economy; the changing UK economy; resource management. Our physical geography topics are: tectonic hazards; weather hazards; climate change; tropical rainforest; hot deserts.

### How will I be assessed?

Geography is assessed through three exam papers, which are: living with the physical environment (35%), challenges in the human environment (35%) and issues, evaluation and fieldwork (30%).

### Careers

Any employer that needs the skills of independent thought, analysis and making judgements loves geography students because you will have been taught these skills.

Some careers that employ geographers directly for their specialist knowledge and skills: town planner, hydrologist, oceanographer, sustainability consultant, environmental impact assessor, GIS analyst, cartographer, nature conservation officer.

Some careers that employ geographers for their general skills: transport planner, international aid/development worker, logistics and distribution manager, market researcher, tourism officer, transport planner.



# HEALTH & SOCIAL CARE

## OCR Level 1/2 Cambridge National in Health and Social Care

### Overview:

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and childcare services as well as a range of independent providers which provide care in a variety of settings. It introduces students to this vocational sector and the role it plays in the health, well-being, and care of individuals across all age ranges. Students will also develop transferable skills, in particular communication, aspects of team working and the essential life skill of first aid.

As you might expect, both the bulk of learning and assessment is through practical means.

This qualification has two mandatory units and two optional units. Each unit contributes to 25% of the total marks. Units R033-35 are controlled assessment units. This means they are completed in lesson time as coursework, internally marked and then moderated by the exam board.

### Mandatory units:

#### **Unit R032: Principles of care in health and social care settings.**

In this unit, you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security. This unit is externally assessed through an OCR set and marked 1 hour 15-minute examination.

#### **Unit R033: Supporting individuals through life events.**

In this unit, you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional, and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific Individual.

### Optional Units:

#### **Unit R034: Creative and therapeutic activities.**

In this unit, you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional, and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

#### **Unit R035: Health promotion campaigns.**

In this unit, you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.



# HISTORY

## History GCSE (EDEXCEL)

### What will I do?

The course covers different periods of time that shaped the world we know today and will support students in understanding the diverse and broad history of Britain and the wider world. We will cover a thematic study of Medicine through Time in Britain, c1250 to the present day, allowing students to understand change and continuity across a broad sweep of history. They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are individuals and institutions (Church and government); science and technology; and attitudes in society.

Along the way, students will study a substantial and coherent short time span which requires students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, religious, and military aspects. For our depth study, we will focus on the topic of Anglo- Saxon and Normans between c1066-1088.

Then, we will focus on the period study, which is based on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period. Students will have the opportunity to develop an understanding of concepts such as causes, consequences and events and will evaluate the importance of factors that led to the development of Cold War between 1941-1991.

Students will also learn about the impact of World War One and how this led to the popularity of extremist parties such as the Nazis. We will evaluate the factors that enabled Hitler to be elected the new Chancellor of the Weimar Republic. Moving forward, this will enable students to understand the nature of democracy and dictatorship. Exam questions will focus solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study. They should be aware of a range of evidence that can be used to reach conclusions.

### How will I be assessed?

You will be assessed by three examinations; there is no coursework or controlled-assessment element. The content of assessment includes:

- Paper 1 [40%] Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment, and the trenches.
- Paper 2 [20%] Superpower relations and the Cold War, 1941–91 and Anglo-Saxon and Norman England, c1060–88.
- Paper 3 [40%] The Making of the USA, 1789-1900 and Living Under Nazi Rule, 1933-1945.

Gaining at least a grade 6 will allow you to progress to A-level history in the Sixth Form. Employers who see that you have a GCSE in history will know that you have a wide range of analytical and organisational skills that can be applied to all sorts of situations. If you are going on to higher education, then a traditional humanities subject might be particularly useful. History remains a highly valued subject and can lead on to careers in business, law, education, journalism, and management as well as within the heritage industry.

# HOSPITALITY & CATERING

## WJEC Level 1/2 Hospitality and Catering

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

- Knowledge and understanding of the hospitality and catering industry
- Develops ability to plan, prepare and cook dishes
- Develops practical skills for the catering industry

WJEC Level 1/2 Hospitality and Catering Award is designed primarily for 14-16-year-old learners in a school environment. The course is graded L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction\*

### Why Study Hospitality and Catering?

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1P

The course will give students a basic understanding of the skills required for a career in food, careers in the hospitality industry, further study at college or simply preparing students for being independent and maintain a healthy lifestyle.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

**Unit 1:** The Hospitality and Catering Industry: A Paper based written assessment 90mins, which is an externally assessed

**Unit 2:** Hospitality and Catering in Action. This is a course work brief which is given in Year 11. Students by working to the brief, independently go through a series of research both written and practical which leads the student to their final food preparation. This is internally assessed.

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. Learners take part in practical activities in different contexts in order to learn the related theories.

This approach mirrors many work-related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

### Important information regarding the course content:

You will spend a large part of your lesson time planning and preparing a wide variety of dishes that you will take home to share with your family. You may cook once a week, and although the school will provide some basic ingredients, you will need to be able to provide some of these from home. If there are any reasons why you think that providing ingredients from home could be difficult it is important that parents contact the school, so we can make alternative arrangements.





# INFORMATION TECHNOLOGY

## OCR Level 1/2 Cambridge National Certificate in IT

### Overview

This qualification will enable you to learn about the different design tools that can be used, the principles of human computer interfaces and the use of data and testing when creating IT solutions or products. You will also understand the uses of Internet of Everything and the application of this in everyday life. You will develop the skills to plan and design a spreadsheet solution to meet a client's requirements.

You will be able to use a range of tools and techniques to create the spreadsheet solution which will be tested, and you will learn to evaluate your spreadsheet solution.

Finally, you will develop the knowledge and skills relating to the purpose, use and types of Augmented Reality (AR) in different contexts and how it is used on different digital devices. You will develop the skills to design, create, test and review an AR model prototype.

### What will I study

The Controlled assessment 30% each.

#### **Unit R060: Data manipulation using spreadsheets:**

In this unit, you will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. You will be able to use a range of tools and techniques to create a spreadsheet solution based on your design, which you will test. You will be able to evaluate your solution based on the user requirements.

#### **Unit R070: Using Augmented Reality to present information:**

In this unit, you will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information. You will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices. You will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. You will also be able to test and review your AR model prototype.

### What will I study?

The exam section 40%

#### **Unit R050: IT in the digital world:**

In this unit, you will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products.

You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

# MUSIC

## BTEC Tech Award in Music Practice

### How does the course work?

This is a vocational qualification where students will gain knowledge and skills within the sphere of music technology and associated music industry disciplines. This course lends itself to the experiences currently being delivered in Year 9 and is appropriate for those students who play an instrument alongside others who have an interest in creating music and the creative industries.

There are three components:

Component 1: Exploring Music Products and Styles,

Component 2: Music Skills Development,  
Component 3: Responding to a Commercial Brief. This course follows the Pass, Merit & Distinction classifications.

### Component 1:

Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.

### Component 2:

Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

### Component 3:

Students will be given the opportunity to develop and present music in response to a given commercial music brief.

Components 1 and 2 are internally assessed and externally moderated. The brief for component 3 is set by the examination board in the January of Year 11. This component is externally assessed.





# MODERN LANGUAGES

## French GCSE (AQA)

The GCSE qualification in French requires students to:

- develop the ability to listen to and understand spoken French in a range of contexts
- communicate in speech
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures

### Assessment AND Examinations

100% external assessment. Students will sit all their exams at the end of the course at either Foundation or Higher level.

### There are 4 exams graded 9-1:

#### Unit 1: (25% of the total GCSE)

Listening – understanding and responding to different types of spoken language

#### Unit 2: (25% of the total GCSE)

Speaking – communication and interaction in the target language

#### Unit 3: (25% of the total GCSE)

Reading – understanding and responding to different types of written language

#### Unit 4: (25% of the total GCSE)

Writing – communication in writing in the target language

### Speaking, listening, reading and writing assessments will focus on 3 main themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

### Why Study French?

If you enjoy communicating with other people, finding out how languages work and learning about different cultures, studying GCSE French is an excellent choice for you. You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for. You will create greater opportunities for yourself to work abroad or for companies in the UK with international links.

# DANCE: PERFORMING ARTS

## Level 1/2 BTEC Tech Award in Performing Arts

### How does the course work?

The course is made up of **three components**: two that are internally assessed and one that is externally assessed. The course allows students an opportunity to explore dance styles and musical theatre styles in relation to form, structure, contextual influences and genre. The practice is approached focusing on the roles and responsibilities within the industry including the study of a choreographer, casting manager and artistic director. Students then move forward to develop their own dance skills and techniques to apply to a given brief. Our three-block structure, **explore, develop and apply**, allows students to build on and embed their knowledge giving them confidence and an ability to put into practice what they have learned.

Explore  
Develop  
Apply

#### Exploring the Performing Arts

- Internally assessed assignments
- 30% of the total course

#### Developing Skills and Techniques in the Performing Arts

- Internally assessed assignments
- 30% of the total course

#### Performing to a Brief

- Externally assessed task
- 40% of the total course

### Explore

#### Component 1 30%

Exploring the Performing Arts

**Aim:** get a taste of what it is like to be a professional actor or dancer.

**Assessment:** Internally assessed assignments. 30%

Component 1, students will **explore** performance styles, creative intentions, and purpose. **Investigate** how practitioners create and influence what's performed. **Discover** performance roles, skills, techniques and processes

### Develop

#### Component 2 30%

Developing Skills and Techniques in the Performing Arts

**Aim:** develop skills and techniques in the chosen discipline(s) of acting or dance.

**Assessment:** Internally assessed assignments. 30%

Component 2, students will **take part** in workshops, classes and rehearsals. **Gain** physical, interpretative, vocal and rehearsal skills. **Apply** these skills in performance. **Reflect** on their progress, their performance and how they could improve.

### Apply

#### Component 3 40%

Performing to a Brief – students pull together all they have learned and apply their knowledge in a performance

**Aim:** consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

**Assessment:** externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. 40%.

To achieve this aim, students will use the brief and previous learning to come up with ideas, build on their skills in classes, workshops and rehearsals, review the process using an ideas and skills log, perform a piece to their chosen audience, and reflect on their performance in an evaluation report.

You can take EITHER Drama or Dance under the performing arts qualification.



# DRAMA: PERFORMING ARTS

## Level 1/2 BTEC Tech Award in Performing Arts (specialising in Dance OR Drama )

### How does the course work?

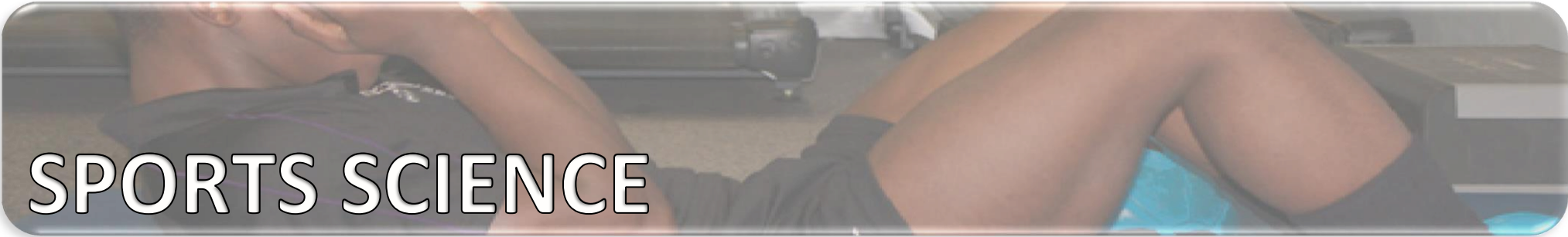
The course is made up of **three components**: two that are internally assessed and one that is externally assessed. Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Explore	<b>Exploring the Performing Arts</b> <ul style="list-style-type: none"> <li>Internally assessed assignments</li> <li>30% of the total course</li> </ul>
Develop	<b>Developing Skills and Techniques in the Performing Arts</b> <ul style="list-style-type: none"> <li>Internally assessed assignments</li> <li>30% of the total course</li> </ul>
Apply	<b>Performing to a Brief</b> <ul style="list-style-type: none"> <li>Externally assessed task</li> <li>40% of the total course</li> </ul>

Explore
<b>Component 1 30%</b> Exploring the Performing Arts <b>Aim:</b> get a taste of what it's like to be a professional actor or dancer. <b>Assessment:</b> Internally assessed assignments. 30% Component 1, students will <b>explore</b> performance styles, creative intentions, and purpose. <b>Investigate</b> how practitioners create and influence what's performed. <b>Discover</b> performance roles, skills, techniques and processes
Develop
<b>Component 2 30%</b> Developing Skills and Techniques in the Performing Arts <b>Aim:</b> develop skills and techniques in the chosen discipline(s) of acting or dance. <b>Assessment:</b> Internally assessed assignments. 30% Component 2, students will <b>take part</b> in workshops, classes and rehearsals. <b>Gain</b> physical, interpretative, vocal and rehearsal skills. <b>Apply</b> these skills in performance. <b>Reflect</b> on their progress, their performance and how they could improve.

Apply
<b>Component 3 40%</b> Performing to a Brief – students pull together all they have learned and apply their knowledge in a performance <b>Aim:</b> consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. <b>Assessment:</b> externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. 40%. To achieve this aim, students will use the brief and previous learning to come up with ideas, build on their skills in classes, workshops and rehearsals, review the process using an ideas and skills log, perform a piece to their chosen audience, and reflect on their performance in an evaluation report.

You can take EITHER Drama or Dance under the performing arts qualification.



# SPORTS SCIENCE

## OCR L1/2 Cambridge National in Sport Science

Cambridge National Sport Science consists of three units:

**R181 – Applying the principles of training: fitness and how it affects skill performance: (Weighting - 30%)**

Assessed by a set assignment. In this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back.

Topics include:

- Components of fitness applied in sport
- Principles of training in sport
- Organising and planning a fitness training programme
- Evaluate own performance in planning and delivery of a fitness training programme.

**R183 – Nutrition and sports performance: (Weighting - 30%)**

Assessed by a set assignment. In this unit, you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer.

Topics include:

- Nutrients needed for a healthy, balanced nutrition plan
- Applying differing dietary requirements to varying types of sporting activity
- Developing a balanced nutrition plan for a selected sport
- How nutritional behaviours can be managed to improve sports performance.

**R180: Reducing the risk of injuries and dealing with common medical conditions: (Weighting - 40%)**

This is assessed by an exam. In this unit, you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.

Topics include:

- Different factors which influence the risk and severity of injury
- Warm up and cool down routines
- Different types and causes of sports injuries
- Reducing risk, treatment and rehabilitation of sports injuries and medical conditions
- Causes, symptoms, and treatment of medical conditions.



# SINGLE SCIENCE: (Biology, Chemistry & Physics)

## Single Science: Biology, Chemistry & Physics

**Single Science is 3 separate GCSEs in biology, chemistry and physics.**

### What will I do?

In triple science, you will learn about the uses and applications of each of the sciences; biology, chemistry and physics, in the real world how science has developed alongside current scientific issues. Throughout the units for each of the sciences, there is extra content that supports the development of many key ideas to support progression to post-16 science courses.

### How will I be assessed?

You will be assessed by two written examinations of one hour and 45 minutes duration in each biology, chemistry and physics. You will be awarded separate GCSEs in biology, chemistry and physics.

**You will need a predicted grade of 6+ in Science to study GCSE Single Science.**

### Where can I go from here?

If you are looking to progress to A-level science courses at post-16, you should be aiming to achieve at least grade 6 at GCSE. Science uses many skills such as understanding, research, literacy, numeracy, practical application and problem-solving, and so has many career options in fields such as:

- Life sciences and food science, and technology (e.g. pharmaceuticals, biotech and crop research)
- Chemical development and manufacturing
- Physical sciences
- Health care and veterinary medicine (e.g. nursing, dietician, dentist, physiotherapy, psychology)
- Engineering (e.g. mechanical, civil, electrical, electronic and chemical)



## Options – Helpful Career Websites

Start is a website offering information and articles on choosing G.C.S.E. Options

[www.startprofile.com](http://www.startprofile.com)



Read “G.C.S.E.’s explained” and “What subjects should I choose at G.C.S.E.?”

[www.brightknowledge.org](http://www.brightknowledge.org)



Look at different choices for Year 9

[www.careerpilot.org.uk](http://www.careerpilot.org.uk)



Ask a question on the forums and read existing posts from people seeking help with their career choice

[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)



Go to the National Careers website for information on job profiles, apprenticeships and a free job health check.

[Explore careers | National Careers Service](http://Explore careers | National Careers Service)



This website allows you to find information about the options available to you in Year 9.

[www.sacu-student.com](http://www.sacu-student.com)



The Source is a website for young people in Suffolk with information about their G.C.S.E. choices

[www.thesource.me.uk/learning/choices-at-13](http://www.thesource.me.uk/learning/choices-at-13)



Parental Guidance is a site for Parents to help guide them through the options process. There is information on this website that could be useful when deciding what options you could take.

[www.parentalguidance.org.uk](http://www.parentalguidance.org.uk)



[www.icould.com](http://www.icould.com) is an excellent place to start with its buzz quiz to think about your future job(s) with the Buzz Quiz. You can also research how to choose your options and watch videos about options.





## Options – Employability Skills

At GCSE level, students will learn and analyse a wealth of subject-specific information that can be used within particular jobs or help them progress along a career path. However, our students are now preparing for jobs that might not yet exist and therefore, the employability or personal skills they develop alongside this knowledge will be key for their career success. These are the skills that students will need to demonstrate to an employer and are transferable across a range of jobs. These skills will be developed through learning in subject departments and through the PSHE curriculum from Year 7 to 13.

### Problem-solving, creativity, enthusiasm and initiative

Being able to look at a problem and suggesting original, unique ways to overcome it or using well-known methods in innovative ways.

### Personal presentation

Being able to take information that has been collected and present it to other groups (large and small) so that it is easily understood.

### Teamwork

Working independently is excellent but working together as a team to resolve an issue can be more enjoyable and more efficient / effective within a workplace.

### Decision making and negotiation

The ability to make decisions based on information provided and specific factors. Discussing issues with others and reaching a decision that suits a majority of people.

### Leadership

Not everyone will reach the position of Managing Director. Leadership is not about being in charge, it is being a role model, helping others to reach their true potential, being a mentor.

### Communication and literacy (including listening)

Being able to read a variety of sources of information, communicate verbally with other people, listen and share ideas with others in small groups.

### Time management and organisation

Making sure that you are on time within the workplace, from the initial interview, the very first day and every business meeting.

### Numeracy

Being able to work with numbers, analyse trends and patterns, complete simple calculations and use money and numbers accurately.

### Aspiration (aiming high)

If students do not aim high or do not reach as far as they can imagine is possible they will restrict their options. This could lead to them taking low paid, local jobs with fewer opportunities.

### IT / Digital Skills

Coding, programming and network skills are essential skills that lie behind the word processing, spreadsheets and email programmes used in every workplace.

